Bulletin of

Mississippi Southern College

Division of Extension and Correspondence Study

1957
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1958

Your New Campus
At Home
By Extension

MISSISSIPPI SOUTHERN COLLEGE

"The Friendly College of South Mississippi"

Member of

American Council on Education. Association of American Colleges. Association of Urban Universities. American Association of University Women. Commission on Accrediting. Conference of Deans of Southern Graduate Schools. Mississippi Association of Colleges.

Accredited by

National Council of Accreditation for Teacher Education. Southern Association of Colleges and Secondary Schools. National Association of Schools of Music

LOCATION: Mississippi Southern College is in the center of South Mississippi, conveniently located almost equidistant from Jackson, Meridian, Gulfport and McComb. The buildings are new, clean, and modern in a beautiful setting with pine trees, water oaks, azaleas, camellias, a sunken garden and a tropical lagoon.

COURSES OF INSTRUCTION: Courses leading to the B.S., B.M., B.A., M.M., M.A., and the M.Ed. degrees are offered. Courses are offered in Education of Teachers, Science and Mathematics, Home Economics, Music and Art, Commerce and Business, Social Studies, Health and Physical Education, Language, English, Speech, Journalism, Industrial Arts, Library Science, Pre-Medicine, Pre-Law, Pre-Engineering and Medical Technician. Graduate courses are offered in Administration, Secondary Education, Elementary Education, Physical Education, Music, and Home Economics.

RECREATIONAL OPPORTUNITIES: Hard surface tennis courts, a swimming pool, a nine-hole golf course, a gymnasium, tours to New Orleans, deep sea fishing on the coast, lectures, dances and intra-mural sports are available for recreation.

MEETING THE NEEDS OF TEACHERS AND SUPERINTENDENTS: Teachers working on degrees may complete sixteen weeks of work by enrolling on April 21st and continuing through the Summer Quarter. Courses in the elementary and secondary fields will be offered to both teachers and administrators. A Reading Conference, a Social Studies Conference, an Administrators' Conference, and many other special features will be available during the summer quarter.

BULLETIN OF
MISSISSIPPI SOUTHERN COLLEGE

DIVISION OF EXTENSION
and
CORRESPONDENCE STUDIES

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DIVISION OF EXTENSION AND CORRESPONDENCE STUDIES

PURPOSES AND AIMS

The purpose of the Division of Extension and Correspondence is to make available, as largely as possible, to every community and every individual in the state the advantages of general equipment, educational training, and specialized information represented on the College Campus.

ORGANIZATION FOR SERVICE

Extension Classes

Mississippi Southern College is prepared to serve adults of Mississippi through extension classes held in local communities. Arrangements have been made to offer by extension any course included in the regular college catalog on condition that satisfactory library and laboratory facilities are available. In the fields of Commerce, Health, English, Education, Psychology, Geography, Speech, and Social Studies, it is possible to offer a number of courses without special library arrangements other than those available through the college.

Consultative Service

Consultative services are available through the Division of Extension and Correspondence to teachers, administrators, and boards of education for the improvements of instruction and administration in the public schools of Mississippi.

In-Service Courses

Certain short term in-service non-credit courses are offered upon request. These courses may be planned with certain sponsoring groups when a particular need arises in a community.

String Music Program

The Extension Division sponsors a public school string music program for the purpose of stimulating interest in string and orchestral music. The services of the Extension String Faculty are offered to school systems of the state. The plan provides for the organization and operation of a string program by Extension Instructors until such time as the community is in a position to employ its own string teacher. Communities desiring this service may make arrangements for it through the Extension Division.

Correspondence Study

For the convenience of those who are unable to attend College, a well-rounded curriculum is offered by correspondence at a nominal fee in selected subjects carrying college credit. Approximately one-fourth of the requirements for the bachelor's degree may be met through correspondence and/or extension courses. All courses for college credit given by correspondence count for regular credit in the college and for approved credit on State Certificates. However, such courses do not carry quality points or residence credit. High school courses are offered by correspondence and are acceptable as entrance credits by the College.

GENERAL REGULATIONS FOR EXTENSION CLASSES

1. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students will not be permitted to do extension work during regular attendance at any college.

2. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week or four hours in one day.

3. Extension classes are organized upon proper petition. Any school principal, superintendent, or responsible local citizen may petition for an extension class, provided he has secured the signatures of not less than twenty qualified persons who join the request for the same course. Blanks for signatures may be secured from the Extension Division. Before mailing the petition to the Extension Division, the prospective class members should make sure that they can provide a suitable classroom, with lights and heat to be furnished without cost to the college.

4. The registration fee for extension is $5.00 per quarter hour in both undergraduate and graduate courses. Students who enroll in graduate classes are required to pay the graduate matriculation fee of $10.00 unless they have previously done so. Courses may be audited for a fee of $10.00.

5. The Mississippi Southern College Bookstore may sell or rent books to students taking extension work, or books may be purchased directly from the publisher.

6. Non-credit short term courses may be organized through the Correspondence and Extension Division. These courses may be of different lengths of time depending on the need of a particular community group. Fees must be set according to the type of program planned, the number of participants, and the facilities provided.

Certificates may be granted to members participating in these short-term courses if requested by the sponsoring group. Fees for certificates will be included in the cost of the course.

7. No student may register in any extension course after the beginning of the third class meeting. All fees are to be paid not later than the second meeting of the course.

8. Fees are not transferable and are not returnable after the second meeting of the class.

CORRESPONDENCE COURSES

INTRODUCTION

Although the direct or residence method of instruction is superior in some respects, the correspondence method of study presents a number of advantages which makes it particularly suited to the need of the serious student who is actively interested in the mastery of his studies.

Some of the more apparent advantages of correspondence instruction are: a correspondence course may be begun at any time and completed without interruption as rapidly or as slowly as desired; the student may concentrate on one course at a time; he is unhampered by limitations of time in studying or reciting, or by the rate of a class through the course; every part of each assignment is covered thoroughly, individual attention being given to each student, which insures the mastery of the course; the recitations take written form, giving training in logical thinking and arrangement

of data, and developing the student's ability of expression; writing the recitations helps the student to remember the significant points of the course, and the written assignments give it permanent form, easily accessible for future reference; and finally, correspondence study, seriously undertaken, develops in a marked degree the student's initiative, self-reliance, accuracy, and above all, his perseverance.

GENERAL INFORMATION

Correspondence courses do not offer a short cut; they are organized to coincide as closely as possible with the corresponding courses offered in residence at the College and usually given by instructors having charge of similar residence courses. The chief merit of such courses is that they offer the isolated student, teacher, housewife, and businessman the opportunity of advantageously utilizing spare hours at home in the pursuance of studies for college credit under College tutelage.

A correspondence course is presented in a number of assignments, usually twenty-four for a four quarter hours course. Several hours of preparation are expected on each assignment, since an assignment represents approximately one half week's work in residence. Each assignment contains full directions for study, including references to the text, necessary suggestions for assistance, and questions to be answered. Upon satisfactory completion of a correspondence course, including a final examination, college credit will be granted.

From time to time, as demand warrants, new correspondence courses will be added to the list offered. It is advisable for the student to request new courses especially desired, since a real demand must be evinced for a course before it will be regularly offered in the correspondence schedule.

HIGH SCHOOL CORRESPONDENCE

Mississippi Southern College, in cooperation with the State High School Accrediting Commission, established a Department of High School Correspondence in 1946. The specific aims of this department are varied; but the primary purposes are, (1) To provide opportunity for further study to those for whom it is inconvenient to attend regular school, (2) To extend the high school curriculum. (3) To provide courses meeting specific college entrance requirements.

A student taking high school correspondence work for credit must have a supervisor to be appointed by the high school superintendent. The supervisor must not be a parent or guardian of the student.

For further information, please write the Department of High School Correspondence, Mississippi Southern College, Hattiesburg, Mississippi.

COLLEGE CORRESPONDENCE

GENERAL REGULATIONS

1. The matriculation fee for a correspodence course is $5.00 per quarter hour. Thus, the fee for a four hour course is $20.00, for a three hour course $15.00, and for a two hour course $10.00.

2. Textbooks may be ordered by the student from the college bookstore or from the publisher whose name and address are listed on the first assignment sheet as well as in this bulletin following each course description. The price of textbooks may change slightly without notice. Used textbooks may be purchased from the college bookstore for 80% of the new book price. Any correspondence about textbooks should be addressed to

the Mississippi Southern College Bookstore, Station A, Hattiesburg and NOT to the Extension Division.

3. Fees are not returnable after lesson assignments have gone out of the correspondence office. Fees are not transferable.

4. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numberd below one hundred are open to students of freshman or sophomore rank.

Frshman courses are numbered 1 through 49.

Sophomore courses are numbered 50 through 99.

Junior courses are numbered 100 through 149.

Senior courses are numbered 150 through 199.

Graduate courses are numbered above 500, and are not offered by correspondence.

5. No more than forty-eight quarter hours earned in extension and correspondence may be counted toward a degree from Mississippi Southern College. All of the forty-eight hours may be earned by extension or all of the forty-eight hours may be by correspondence or in any combination of the two as long as the total is not more than forty-eight quarter hours.

6. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired. A student may not enroll for more than one course at a time.

7. The maximum time for the completion of a four hour course (twenty-four lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one time for three months upon payment of a fee of $3.00. Applications for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received before the date of expiration of the course.

8. The minimum time for the completion of a course is one month from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

9. Students will not be permitted to rush through correspondence courses. Lessons should be carefully prepared and the student should not apply for the final examination until he is adequately prepared to take it.

10. No work may be done by correspondence while a student is in attendance at any institution of learning unless he has written permission of the dean of his college. It must be understood that if correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and this work must be completed within that quarter. Courses taken during the Christmas vacation period will be counted as part of the student's load for the winter quarter.

11. Teachers in service will not be allowed to complete more than four quarter hours per quarter. Correspondence work and extension may be taken at the same time if the rule that no more than four quarter hours may be taken in any one quarter is observed.

12. As the lessons are completed, the student should mail or bring them to the correspondence office for correction by the instructor.

13. Credit will not be allowed when there is evidence that unfair assistance has been obtained either on the lessons or the final examination. Students denied credit for this reason may not repeat the course by correspondence.

14. Two persons from the same school community or the same family

are requested not to register for the same course, because persons taking correspondence are not to work together except in correspondence class.

15. The examination is to be taken under the supervision of a city or county superintendent of education and without the use of notes or the textbook. The examination for a correspondence class, however, will be administered by the instructor.

16. Correspondence courses may not be taken to remove failing or incomplete grades received in campus courses without the written approval of the Dean.

17. Students under suspension from any college will not be permitted to take correspondence during the period of suspension.

18. A non-residence course in correspondence that is to be used to complete graduation requirements must be completed, including the examination, and be in the hands of the correspondence department not later than two weeks before the date of the commencement at which time the student aspires to receive his degree.

19. The Correspondence Department is not responsible for lessons lost in the mail due to insufficient postage or otherwise.

20. Correspondence classes may be organized upon proper petition. Any school superintendent. principal, or responsible local citizen may petition for a correspondence class provided he has secured signatures of not fewer than eight qualified persons who join the request for the same or similar courses. Blanks for petitioners' signatures may be secured from the Correspondence Department. Before mailing the petition to the Correspondence Department, the prospective class member should make sure that they can provide a suitable classroom with lights and heat to be furnished without cost to the college.

RULES FOR PREPARATION OF ASSIGNMENTS

1. Use 8½x11 light weight typing paper. Envelopes addressed to the Correspondence Department are sent with the outline of the course. The lessons must be mailed in these envelopes, three or more assignments to an envelope.

2. In preparing assignments, observe carefully the following rules:
   a. Write on one side of paper only.
   b. Write with ink or use typewriter.
   c. Leave a margin of one inch on left side of paper.

3. Write your name and address, the name of the course, and lesson number at the top of the first page of each assignment.

4. Do not include any letters with lessons. All business and other communications must be written on a separate sheet and mailed in a separate envelope. The college is not responsible for any delay caused by letters being enclosed in assignments.

5. At the end of the course, return all assignment sheets together with the last lesson.

MAILING OF LESSONS

1. In the upper left corner of the envelope addressed "Department of Corrspondence", in which the recitation paper is enclosed, write your full name and address.

2. In the lower left corner of the envelope, write the name of the course and numbers of the assignments.

3. Have your lessons weighed before mailing; be sure there is enough

postage on them. When the postage is insufficient the lessons will not be accepted by the Extension Division until full postage has been paid.

EXAMINATION INSTRUCTIONS

1. The lesson assignments are intended to assist the student in preparation for the examination.

2. Upon completion of the assignments the student must immediately make arrangements with the Correspondence Department for the examination. Request for examination must not be enclosed with lesson assignments, but must be mailed in a separate envelope.

3. Final examinations are held either by regular instructors of Mississippi Southern College, instructors in other institutions of higher learning, county superintendents, or superintendents of independent districts selected by the student and approved by the Director of Correspondence. A student may defer examination on a completed course until he enters the college for residence work. In such cases the examination must be taken within one week after the student registers. Permission to defer should be requested in writing.

4. A student may not spend more than three hours on the examination.

5. Before beginning the examination all books and papers must be removed from the desk except the examination papers.

6. The student must use ink when writing the examination.

7. No second examination will be given.

8. Students who are taking a course to remove a failing grade received in a Campus or Correspondence course may be required to come to the campus for the final examination.

DESCRIPTION OF COURSES OFFERED BY CORRESPONDENCE

COMMERCE

Miss Coleman Mr. Harlan Dr. Nation

40—INTRODUCTION TO BUSINESS. Four hours.

A study of business principles including the history of the various types and kinds of businesses, also the various forms of business enterprise. It is a study of the factors of production, distribution, consumption, communication exchange, financial management and records. It also treats with the place of government in business and how businesses are operated individually and collectively.

Textbook: INTRODUCTION TO BUSINESS, by Glos and Baker, South-Western Publishing Company, Cincinnati, Ohio, 1941.

55—PRINCIPLES OF ECONOMICS—PART I. Four hours.

An introduction to economic analysis and its use in dealing with business problems, a study of price theory as related to competitive and monopolistic market structures, and economic principles as they relate to the distribution of income on functional and individual levels.

Textbook: PRICES, INCOME, AND PUBLIC POLICY, by Allen, Buchanan, and Goldberg, McGraw-Hill Book Company, New York, 1954.

56—PRINCIPLES OF ECONOMICS—PART II. Four hours.

A continuation of economic study, with emphasis on the macro-economic analysis of national income theory, governmental fiscal and monetary policy formation, and international economics.

Textbook: (Same book as used in Economics 55)

103—BUSINESS CORRESPONDENCE. Four hours.

A course dealing with (a) general principles of letter-writing, such as physical make-up of the letter, the construction of business letters, the grammar and punctuation of business letters; and (b) various types of business letters, such as sales letters, collection letters, credit letters, form letters, and letters of application.

Prerequisites: English 25, 26, and 27 and the ability to type.

Textbooks: A. Charles Babenroth and Charles Chandler Parkhurst, MODERN BUSINESS, (Fourth Edition), New York, Prentice Hall, Inc., 1949; and a good dictionary.

107—ECONOMICS OF CONSUMPTION. Four hours.

The objectives of this course are to give the student an understanding of the economic principles or laws that govern consumption and to present facts relating to American standards of living and consumption habits. Some of the topics treated are the definition of consumption; laws or principles of consumption; relation of consumption to production; harmful, wasteful, creative and productive consumer demand; standards of living; consumption habits; consumption controls; government regulations; consumer education; consumer and producer cooperatives.

Textbook: ECONOMICS FOR CONSUMERS, by Leland J. Gordon, 3rd Edition, American Book Co., Atlanta, Ga.

130—PRINCIPLES OF MARKETING. Four hours.

An introductory course designed to give a general understanding of marketing forces, institutions, policies, and functions as they relate to the economic structure.

Textbook: MARKETING—AN INSTITUTIONAL APPROACH, by Duddy and Revzan, 2nd Edition, McGraw-Hill Book Company, 1953.

134—SALESMANSHIP. Four hours.

This is a study of sales tactics and methods, giving consideration to the psychology of selling, buying motives, preparations of sales, prospecting, equipment, canvass, securing an interview, approach, demonstration, objections, closing, types of customer, qualifications of salesmen.

Textbook: SALESMANSHIP by Russell and Beach, 4th Edition, McGraw-Hill, New York.

166—BUSINESS LAW. Four hours.

Fundamental principles of law most frequently involved in business transactions, including contracts, sales, partnerships, master and servant, principal and agent, corporation, negotiable instruments, property, bailments, and common carriers, with the view of enabling business men to avoid litigation.

Textbook: BUSINESS LAW by Anderson, Pomeroy, and Kumph, South-Western Publishing Company, Cincinnati, Ohio, 5th edition..

167—BUSINESS LAW II. Four hours.

A study of the principles of law that apply to bailor and bailee, carriers and shippers or passengers, vendor and vendee, mortgagor and mortgagee, landlord and tenant; the relation of partners; corporations and stockholders; property; deeds of conveyance.

Textbook: BUSINESS LAW by Anderson, Pomeroy, and Kumph, South-Western Publishing Company, Cincinnati, Ohio, 5th Edition.

EDUCATION

Dr. Bigelow, Dr. Boroughs, Dr. Dowell, Dr. Easterling, Dr. Hopkins, Dr. Knight, Dr. Miller, Dr. Morgan, Dr. Wilbur

20—THE TEACHER AND THE COMMUNITY. Four hours.

Primarily for Freshmen.

An orientation course. Its purpose is two-fold: 1. To introduce students to the different phases of education and psychology, and to prepare them for specialized courses which are to follow. 2. To help students decide in what field they would like to work.

Textbook: EDUCATION IN A DEMOCRACY, by Alonzo F. Myers and Clarence O. Williams, Prentice-Hall, Inc., New York, 1948.

66—THE MODERN ELEMENTARY SCHOOL. Four hours.

Consideration given to school organization, equipment, and to the curriculum; materials and methods in the elementary school; the making of a daily schedule; new type school reports; and the personality of the teacher as a factor in success.

Textbooks: THE ROLE OF ELEMENTARY EDUCATION, by Baxter, Lewis, and Cross, D. C. Heath and Company, Boston, 1st Edition, 1952.
EDUCATION IN THE ELEMENTARY SCHOOL, by Caswell and Foshay, 3rd Edition, 1957, American Book Company, Atlanta, Georgia.
A POUND OF PREVENTION, by James L. Hymes, Jr., New York Society for Mental Health, 3rd Edition, 1954 or 1956.

101—ARITHMETIC IN THE ELEMENTARY SCHOOL. Four hours.

This is a beginning course in teaching arithmetic for those students who expect to teach in the elementary school. Special attention is given to the problem of developing an understanding of numbers, teaching the basic combinations and the efficient use of arithmetic textbooks and workbooks.

Textbooks: TEACHING ARITHMETIC IN ELEMENTARY GRADES by Robert Morton, 1938, Silver, Burdett and Co., Chicago, Illinois. Book 1 is for Education 101[1], Book II is for Education 101[2]. (Vol. I, Vol. II.)

103—SOCIAL STUDIES IN THE ELEMENTARY GRADES. Four hours.

A study of the social studies in the integrated curriculum and the objectives and content of the social studies, areas and sequences of units, and the selection and evaluation of 6 social studies units for grades 1-6 inclusive.

Textbook: Michaelis, John U., SOCIAL STUDIES FOR CHILDREN IN A DEMOCRACY, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1956.

107—READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Four hours.

The first half of the course deals with basic reading problems in primary grades, reading readiness, initial instruction in reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities. The second half of the course is given to the aims and problems of language arts in the elementary grades; the creative aspect of English, the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis is placed on spoken English and activities for writing English in the grades.

Textbooks: 1. TEACHING THE CHILD TO READ, by Bond, Guy L., and Wagner, Eva B., Revised Edition, Macmillan Company, New York, 1950. 2. THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOLS, by Strickland, Ruth G., D. C. Heath Co., Atlanta, Georgia, 1951.

113—PRINCIPLES OF TEACHING IN HIGH SCHOOL. Four hours.

Prerequisite: Psychology 119 or equivalent.

The aims of secondary education, motivation, and direction of learning, types of learning in the secondary school, organization of materials of instruction, and teaching techniques. Considerable emphasis is placed on the role of the teacher in the guidance program.

Textbooks: Schorling, Raleigh, STUDENT TEACHING, McGraw-Hill Book Co., 2nd Edition, 1949. Rivlin, Harry N., TEACHING ADOLESCENTS IN SECONDARY SCHOOLS, Appleton-Century-Crofts, Inc., 1948.

117—METHODS AND MATERIALS IN CHILDREN'S LITERATURE. Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building collections of books for children.

Textbooks: Arbuthnot, May Hill, CHILDREN AND BOOKS (Revised Edition), Scott, Foresman and Company, Atlanta, 1957. Johnson, Edna, Scott, Carrie E., and Sickels, Evelyn R., ANTHOLOGY OF CHILDREN'S LITERATURE, Houghton Mifflin Company, Cambridge, Mass., 1948.

128—HISTORICAL FOUNDATIONS OF AMERICAN EDUCATION. Four hours.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social, economic, and political facts of American history.

Textbook: HISTORY OF AMERICAN EDUCATION by Stuart G. Noble, Rinehart & Company, New York, 1938.

143—METHODS AND MATERIALS IN THE ELEMENTARY GRADES. Four hours.

The aim of this course is to study critically the general methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields: language arts, social studies, number relationships, handwriting and spelling.

Textbook: WAYS OF TEACHING, by R. M. Thomas, Longman Green, and Co., New York, 1955.

151-L (Formerly History 125)—METHOD IN SOCIAL STUDIES—SECONDARY. Four hours.

Prerequisites: Education 113 and Psychology 119, or consent of instructor.

Textbook: TEACHING THE SOCIAL STUDIES IN SECONDARY SCHOOLS, by Arthur C. Bining and David H. Bining, New York, McGraw-Hill Book Co., latest edition.

162—CURRICULUM OF THE SECONDARY SCHOOL. Two hours.

Prerequisite: Education 113 or equivalent.

The historical background necessary for an understanding of the present day curriculum, its meaning and scope; resources for curriculum development; issues; experimental practices with integrated, functional, and core curriculum.

Textbook: DEVELOPING THE SECONDARY SCHOOL CURRICULUM by J. Paul Leonard, Rinehart & Co., New York, 1946.

163—CURRENT CURRICULUM ORGANIZATION AND ITS IMPROVEMENT. Two hours.

A study of sepcific trends and considerations in the subject-matter division of the high-school curriculum. This course normally follows Education 162, but the order may be reversed if it better meets the convenience of the student.

Textbook: THE HIGH SCHOOL CURRICULUM, by H. R. Douglas, Donald Press Company, New York, 1947.

169—TESTS AND MEASUREMENTS. Four hours.

Prerequisites: Psychology 116 or 119 or equivalent, and Education 113 or 101-103.

A study of certain typical standardized tests, the organization and use of informal objective tests, diagnosis and remedial measures. A project in testing experiment, a study of tests may be substituted.

Textbook: MEASUREMENTS IN TODAY'S SCHOOLS by C. C. Ross and Julian C. Stanley, Third Edition, New York, Prentice-Hall, Inc.

(Student will be required to purchase certain tests costing approximately $1.00).

ENGLISH

Dr. Barnes Dr. Moorman Dr. Sowder

73—AN INTRODUCTION TO LITERATURE. Four hours.

Reading in poetry, the short story, and the novel. Emphasis is placed on art forms. The purpose of this course is to provide critical bases for understanding and appreciating creative literature.

Prerequisites: English 25, 26, 27.

Textbooks: Benet, Stephen Vincent, JOHN BROWN'S BODY, Edited and annotated by Mabel A. Bessey. New York: Rinehart and Company, Inc, 1941; Brooks Purser, and Warren, AN APPROACH TO LITERATURE. New York: Appleton-Century-Crofts, Inc., 1952; Rolvaag, O. E., GIANTS IN THE EARTH. Harper's Modern Classics, New York: Harper and Brothers, 1927.

74—AN INTRODUCTION TO LITERATURE. Four hours.

Readings in poetry, the novel, and the drama. Emphasis placed on art forms. The purpose of this course is to provide critical bases for understanding and appreciating creative literature.

Prerequisites: Englsh 25, 26, 27, and 73.

Textbooks: Brooks, Purser, and Warren, AN APPROACH TO LITERATURE. New York: Appleton-Century-Crofts, Inc., 1952, Dostoyevsky, Fyodor. CRIME AND PUNISHMENT. New York: The Modern Library, 1950.

185—LITERATURE OF THE SOUTH. Four hours.

An historical and critical survey of Southern literature from its beginning to the present.

Prerequisites: English 25, 26, 27, 73, and 74, or equivalent courses.

Textbooks: Beatty, R. C., Floyd Watkins, and Young, T. D., THE LITERATURE OF THE SOUTH. Chicago: Scott, Foresman and Company, 1952; Young, Stark, SO RED THE ROSE. New York: Charles Scribner's Sons, 1954.

GEOGRAPHY

Miss Bolton Dr. Kelley

110—GEOGRAPHY OF THE UNITED STATES AND CANADA. Four hours.

Open to sophomores, juniors, and seniors.

Textbook: NORTH AMERICA, by J. Russell Smith, Harcourt, Brace and Co., New York, N. Y., 1942.

118—GEOGRAPHY OF SOUTH AMERICA, MEXICO, AND THE CARIBBEAN COUNTRIES. Four hours.

A study of Latin America, intended to acquaint the student with the geography of regions differing from his own in many respects.

Open to sophomores, juniors, and seniors.

Textbooks: ECONOMIC GEOGRAPHY OF SOUTH AMERICA, by Whitbeck, McGraw-Hill Book Co., New York, N. Y., 1940, and NORTH AMERICA, by J. Russell Smith, Harcourt, Brace and Co., New York, N. Y.

145—ADVANCED ECONOMIC AND COMMERCIAL GEOGRAPHY. Four hours.

After a brief survey of geographical principles, the study deals with the leading commodities of world trade, their sources and exchange, and a short description of the countries that enter into this trade.

Textbook: ECONOMIC GEOGRAPHY, by Klimm, Starkey & Hall, Harcourt, Brace & Co., New York, 1940.

GOVERNMENT

Dr. P. A. Walker Dr. Wilber

25—AMERICAN GOVERNMENT. Four hours.

A survey of our national government, with some related study of Mississippi courts and the state election system.

Textbooks: GOVERNMENT BY THE PEOPLE, by J. M. Burns, and Jack W. Peltason. New York: Prentice-Hall, Inc., latest edition; and MISSISSIPPI COURTS AND ELECTION SYSTEM by L. A. Wilber.

130—STATE GOVERNMENT. Four hours.

A study of the organization and problems of state governments, with some emphasis on Mississippi.

Textbook: STATE GOVERNMENT AND ADMINISTRATION, by Austin F. MacDonald. New York: Thomas Y. Crowell Co., latest edition; and MISSISSIPPI STATE ADMINISTRATION, by L. A. Wilber

HEALTH

Dr. Milam Mr. Yarrow Mr. Johnson

27—COMMUNITY HYGIENE. Four hours.

Hygenic measures pertaining to the school and community.

Textbook: YOUR COMMUNITIES' HEALTH, by Smiley and Gould, Macmillan Co., New York, 1952, Fourth Edition.

79—PERSONAL HYGIENE. Four hours.

Textbook: YOUR HEALTH, by Smiley and Gould, Macmillan Co., New York, N. Y., 1954.

125—PROBLEMS OF CHILD HEALTH. Four hours.

Personal health of the child with emphasis on problems of growth.

Textbook: INFANT AND CHILD IN THE CULTURE OF TODAY by Arnold Gesell and Frances L. Ilg, Harper and Brothers, New York.

HISTORY

Dr. Davis, Dr. Fike, Dr. Fortune, Dr. Gonzales, Miss Jackson
Dr. Nau, Dr. P. A. Walker, Dr. Wilber

27—WORLD CIVILIZATION TO 1648 A. D. Four hours.

A study of the cultures of ancient and medieval peoples, including those of the Middle East, Europe, India, China, and America. Cultural aspects emphasized more than political history. Intended to be of value to the general student as well as history majors.

Textbook: CIVILIZATION PAST AND PRESENT, Vol. 1, by T. W. Wallbank and A. M. Taylor. Chicago: Scott, Foresman and Co., latest edition.

28—WORLD CIVILIZATION SINCE 1648 A. D. Four hours.

A continuation of History 27, with emphasis in the latter half upon the twentieth century.

Textbook: CIVILIZATION PAST AND PRESENT, VOL II., by T. W. Wallbank and A. M. Taylor. Chicago: Scott, Foresman and Co., latest edition.

61—AMERICAN HISTORY TO 1844. Four hours.

A survey of political, social, and economic history.

Textbook: THE AMERICAN PAGEANT, by Thomas A. Bailey. Atlanta: D. C. Heath and Co., latest edition.

Supplementary book: (See mimeographed assignment sheets).

62—AMERICAN HISTORY, 1844 TO 1896. Four hours.

A continuation of History 61.

Open to transfer students as a half course: 62a or 62b (two hours each); course dividing point at 1865.

Textbook: THE AMERICAN PAGEANT, by Thomas A. Bailey. Atlanta: D. C. Heath and Co., latest edition.
Supplementary book: (See mimeographed assignment sheets).

63—AMERICAN HISTORY SINCE 1896. Four hours.

A continuation of History 61 and 62.

Textbook: THE AMERICAN PAGEANT, by Thomas A. Bailey. Atlanta: D. C. Heath and Co., latest edition.
Supplementary book: (See mimeographed assignment sheets).

125—SEE EDUCATION 151L.

129—AMERICAN FOREIGN RELATIONS SINCE 1898. Four hours.

Emphasis on imperialism, the World Wars, and U. S. relations with international organizations.

Textbook: A DIPLOMATIC HISTORY OF THE AMERICAN PEOPLE, by Thomas A. Bailey. New York: F. S. Crofts and Co.; latest edition.
Choice of several supplementary textbooks.((See mimeographed assignments).

138—HISTORY OF THE OLD SOUTH. Four hours.

A reading and research course on the ante-bellum South. Special attention given to slavery, plantation life, and manners and customs.

Textbooks: LIFE AND LABOR IN THE OLD SOUTH, by U. P. Phillips, Boston: Little Brown and Co., 1929; and A HISTORY OF THE OLD SOUTH, by Clement Eaton. New York: Macmillan Co.
Choice of several supplementary textbooks.((See mimeographed assignments).

140—CIVIL WAR AND RECONSTRUCTION. Four hours.

An intensive study of the period from 1861 to 1877.

Textbook: THE CIVIL WAR AND RECONSTRUCTION, by J. G. Randall. Atlanta: D. C. Heath and Co., 1937.

166—RENAISSANCE AND REFORMATION. Four hours.

An advanced course in European history from the beginning of the Renaissance to 1648, covering art and literature, the rise of capitalism, origins of modern science, the Protestant revolt, and Catholic revival.

Textbook: EUROPE FROM THE RENAISSANCE TO WATERLOO, by Ergang. Atlanta: D. C. Heath and Co.; latest edition.

170—RECENT EUROPEAN HISTORY. Four hours.

A study of the period from 1918 to the present.

Textbook: EUROPE SINCE 1914, by F. Lee Benns. New York: F S. Crofts and Co.; latest edition.

MATHEMATICS

Mr. Van Hook Mrs. Foote Mr. Munn Dr. Nicholson Mr. Smith

21—BASIC MATHEMATICS. Four hours.

Textbook: BASIC MATHEMATICS FOR GENERAL EDUCATION, by Trimble, Bolzer, and Wade, Prentice-Hall Co., 70 50th Avenue New York, 1950.

31—COLLEGE ALGEBRA. Four hours.

A first course in college algebra.

Textbook: COLLEGE ALGEBRA, by Reese and Sparks, McGraw-Hill Book Co., New York, N. Y., 1945.

32—COLLEGE ALGEBRA. Four hours.

A second course in college algebra and continuation of 31.

Textbook: COLLEGE ALGEBRA, by Rietz and Crathorne, Henry Holt & Co., New York, 1939.

35—PLANE TRIGONOMETRY. Four hours.

Textbook: PLANE AND SPHERICAL TRIGONOMETRY, by Paul A. Rider, Macmillan Co., New York, 1942.

75—ANALYTICAL GEOMETRY. Four hours.

Prerequisites: Mathematics 35 and Mathematics 31.

Textbook: ANALYTIC GEOMETRY, by Clyde E. Love, Macmillan Co., New York, N. Y.

76—ANALYTIC GEOMETRY. Four hours.

Prerequisite: Mathematics 75. This is a continuation of 75.

Textbook: ANALYTIC GEOMETRY, by Clyde E. Love, Macmillan Co., New York, N. Y., 1948.

131—THE TEACHING OF HIGH SCHOOL MATHEMATICS. Four hours.

This course should be taken after the student has finished as much as is possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high scool, curriculum problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

Textbook: THE TEACHING OF SECONDARY MATHEMATICS, by Butler and Wren, 2nd edition, McGraw-Hill Book Co., New York, N. Y.

138—THE HISTORY OF MATHEMATICS. Four hours.

Textbook: A SHORT HISTORY OF MATHEMATICS, by Stanford, Houghton Mifflin Co., Atlanta, Ga., 1930.

PHYSICAL EDUCATION

Dr. Baley, Mrs. Hooker, Mr. Lewis, Mr. Johnson, Mr. Stuart, Mr. Townley

56—HISTORY OF PHYSICAL EDUCATION. Two hours.

A study of physical education from the days of primitive man to the present.

Textbook: A BRIEF HISTORY OF PHYSICAL EDUCATION, by E. A. Rice, Revised edition, A. S. Barnes and Co., New York, 1929.

70—INTRODUCTION TO PHYSICAL EDUCATION. Four hours.

Textbook: Brucher, Charles A., FOUNDATIONS OF PHYSICAL EDUCATION, C. V. Mosby Company, N. Y., latest edition.

100B—COACHING OF BASKETBALL. Two hours.

Textbook: CHAMPIONSHIP BASKETBALL, by Adolph Rupp, Prentice-Hall Co., 70 50th Avenue, New York, 1948.

100C—COACHING OF BASEBALL. Two hours.

Textbook: BASEBALL, by John W. "Jack" Coombs, Second Edition, Prentice-Hall, Inc., New York, 1947.

151—PHYSICAL EDUCATION IN THE HIGH SCHOOL. Four hours.

Textbook: METHODS IN PHYSICAL EDUCATION by Kozman, Casidy and Jackson, W. B. Saunders Co., Philadelphia, Pa., 1952.

190—ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. Four hours.

A study of the scope of the program and related administrative problems.

Textbook: ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION, by Williams and Brownell, W. B. Saunders Co., Philadelphia, Pa., 1951.

PSYCHOLOGY

Dr. Musgrave, Mr. Balch, Miss Broxton, Dr. Easterling, Dr. Morgan

65—GENERAL PSYCHOLOGY. Four hours.

An introduction to the scientific study of human behavior and experience. A core requirement for all degrees.

Textbook: PSYCHOLOGY AND LIFE, 3rd edition, by Floyd L. Ruch, Scott, Foresman and Company, Atlanta, Ga., 1948.

116—HUMAN GROWTH AND DEVELOPMENT—PART I: CHILD. Four hours.

Prerequisite: Psychology 65.

Study of the child through the elementary school years, emphasizing principles and problems of development. Case studies of individual children.

Textbook: PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE, by Luella Cole, and John J. B. Morgan, Rinehart & Co., New York, 1947.

119—EDUCATIONAL PSYCHOLOGY. Four hours.

Prerequisite: Psychology 65.

Application of psychological methods, facts, and principles to education.

Textbook: EDUCATIONAL PSYCHOLOGY, by Lee J. Cronbach, Harcourt, Brace, and Co., New York, N. Y., 1954.

132—HUMAN GROWTH AND DEVELOPMENT, PART II: ADOLESCENT. Four hours.

Prerequisite: Psychology 65.

A course dealing with the development of the individual through the adolescent years. Case studies of individual adolescents.

Textbook: PSYCHOLOGY OF ADOLESCENCE, 4th edition, by Luella Cole, Rinehart and Co., New York, 1954.

137—MENTAL HYGIENE. Four hours.

Characteristics of the wholesome personality and the building of healthy emotional attitudes; promotion of good mental health and prevention of abnormalities.

Textbook: MENTAL HYGIENE, 3rd Edition, by Herbert Carroll, Prentice-Hall, Inc., New York, 1956.

SOCIOLOGY

Dr. Burrus

107 (Formerly 75)—RURAL SOCIOLOGY. Four hours.

This course is a study of rural society; its people, structure, institutions, processes and relations to urban society. Students who have taken this course as Sociology 75 may not duplicate it for credit.

Textbook: RURAL SOCIOLOGY, by Lowry Nelson, American Book Co., Cincinnati, Ohio, 1948.

128—CRIMINOLOGY. Four hours.

Prerequisite: Sociology 63 and 122 or consent of the instructor.

This course is a comprehensive treatment of crime, criminals, punishments, and prisons. Special stress is laid on the history of our ideas on crime, criminals, and punishments and upon the methods whereby such ideas have been applied. A synthesis of existing knowledge and practices in the field supplies the basis for suggestions as to the desirable future reforms in the repression of crime and the treatment of criminals.

Textbook: CRIMINOLOGY, by Barnes and Teeters, Prentice-Hall, Inc., New York, N. Y., 1945.

SPEECH ARTS

Dr. Brandes Dr. Hartwig Dr. Peters Mr. Treser

106—HISTORY OF THE THEATRE. Four hours.

A survey of the growth of the theatre from ancient Greece to the present through development of the architecture, the stage, the theories of theatre; and through the outstanding dramatists.

Textbook: THE THEATRE, by Sheldon Cheney, Tudor Publishing Co., New York. 1947.

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76 Analytical Geometry
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138 The History of Mathematics

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70 Introduction to Physical Education
100b Techniques in Coaching Varsity Basketball
100c Coaching of Baseball
151 Physical Education in the High School
190 Organization and Administration of Health and Physical Education

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119 Educational Psychology
132 Human Growth and Development, Part II: Adolescent
137 Mental Hygiene

Sociology

107 (Formerly 75) Rural Sociology
128 Criminology

Speech Arts

106 History of the Theatre